

Inspection report for early years provision

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Inspection date	04/01/2011
Inspector	Alison Kaplonek
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered to care for children since 2010. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband and children in a house in the Horton Heath area of Hampshire which is close to local schools and shops. All areas of the property are used for childminding. Toilet facilities are on both floors. There is a fully enclosed garden for outdoor play. The family has a cat.

The childminder is registered to provide care for four children from birth to eight years. Two of these may be in the early years age group. She is also registered to provide overnight care for one child. There are currently four children on roll who attend part time. All of these children are in the early years age group.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled with the childminder and her family and their welfare and learning needs are sufficiently well met. They take part in an enjoyable range of learning experiences both indoors and outside in the garden. The childminder has started to make observations and assessments of children's learning, although these are not yet used to plan relevant and motivating learning experiences for each child. All children are valued and included and the premises and resources are accessible and welcoming. The childminder has a positive attitude to improving her practise and is able to identify areas which need developing.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase knowledge and understanding of local safeguarding children procedures and ensure that the safeguarding children policy includes how to contact local services should a referral need to be made
- increase the range of positive images and actively promote and encourage children's understanding of their own unique qualities and the characteristics they share with other children
- develop further systems to make observations and assessments of each child's achievements, interests and learning styles and use these to identify

learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

A good range of policies and procedures and well organised record keeping, ensures that all children's welfare needs are met. Children are generally well safeguarded as the childminder carries out effective risk assessments for outings and use of the premises and the car. The childminder ensures that she supervises children at all times and that they are not left with unvetted adults. She has a written safeguarding children policy which she shares with all parents and understands her duty to follow up any concerns she may have about the children in her care. However, she lacks knowledge of the local safeguarding children procedures and how to contact local services should a referral need to be made.

The childminder welcomes all children into her care and works closely with parents and other settings to meet their individual needs. She obtains a good range of information from parents about children's welfare and developmental needs and ensures that parents are provided with feedback when children are collected. A generally good range of resources and materials are available to children who happily initiate their own play and learning. The childminder has some resources in place to encourage children to talk about differences and valuing others, but does not actively promote equality of opportunities or children's understanding of their own unique characteristics. The childminder has attended an initial training course for newly registered childminders and has accessed a first aid course. She has applied to continue with her training and is keen to improve her knowledge and understanding of all aspects of children's welfare and learning. Self-evaluation is informal but the childminder is aware of some of her strengths and areas she needs to develop to enable continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children make sound progress in all areas of learning and development. They take part in a range of interesting activities, some of which are adult led, such as painting or playing a phonic card game. At other times children initiate their own play and learning as they make choices from the good range of easily accessible resources which are suitable for all ages. Children enjoy dressing the dolls, building towers with blocks or drawing. They count easily to at least five, as they match rubbers to pencils. They are learning colours and shapes and concentrate well as they draw lines using a ruler. During their play, children interact well with the childminder, asking her to join in with some activities. Older children confidently request certain resources or activities and have a good knowledge of what is available to them each day.

The childminder is beginning to make observations and assessments of children's

progress and building up individual books and photographic records to share with parents and other settings children may attend. The childminder informally plans her day according to which children she is caring for, adapting activities to meet each child's needs whilst taking into account their age or stage of development. However, assessments and planning systems are not yet fully developed to ensure that children are meeting their full potential.

Children play and learn in a very safe and secure environment, where they are protected by the use of a good range of equipment, such as smoke alarms and a fire blanket. Children learn how to stay safe as they talk about road safety when crossing the road on the walk to school. They talk about stranger danger when out in the park and are reminded to be careful with unfamiliar dogs. They learn how to evacuate the premises in case of an emergency. Children are beginning to adopt healthy lifestyles. They know that they must wash their hands before eating or after using the toilets and respond well to reminders from the childminder. Healthy meals and snacks are provided by the childminder and drinks are regularly offered to children. The childminder talks to children about healthy eating and foods which are good for them. All children are welcomed into the setting and learn to share, take turns and tidy away the toys when they have finished playing with them. They are polite and well behaved.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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